

Kentucky World Language Learning Scenario

Cultural Perspectives through Dance

Intended Level: Middle School (Beginning)

Guiding Question: What does West African dance show me about the culture of the people who created it and how can I use the target language to describe it?

Activity Summary: Students explore the geography of Africa and learn the steps of a West African dance in order to demonstrate how cultural practices reflect perspectives. As a culminating activity students work in groups of 4 to choreograph, perform, and explain an authentic West African dance which they present to the class live or on video.

Task: Students work in groups of 4 to choreograph, perform, and explain an authentic West African dance that they present to the class live or on video.

Kentucky World Language Content

WL-M-1.2.B3 Give descriptions orally.

WL-M 2.1.B1 Identify and react to cultural practices in the target language.

WL-H-3.1.B1 Identify information and skills acquired from other disciplines and apply them in language classrooms to reinforce and further their knowledge.

Kentucky Core Content for Assessment

AH-M-2.1.14 – Compose a short dance (at least 32 counts) based on a theme [EPE] (1.15, 2.22)

AH-M-2.1.24 Describe the movement, dance elements and steps in a live or videotaped performance using appropriate dance vocabulary [PE] (1.15, 2.23).

Addressed but not assessed

SS-M-2.1.1 (culture) Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives;

SS-M-4.1.1 (geography) Maps (e.g., map projections – Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.

Materials: globe, maps, Internet access, large sheets (easel size) of paper, markers, tape or gluesticks, audio tapes of West African music, African type drums if possible, and A & H Toolkit video of West African dance.

Steps for Planning and Implementing:

1. Students receive pieces of an oversized map puzzle which they put together on the wall or the floor to form the continent of Africa.
2. Students do web activities to identify (a) geographical features, (b) locations, (c) population, (d) tribes, (e) languages, (f) religions, and (g) resources of West Africa and place markers with this information written in the target language on the oversized map.
3. Teacher presents vocabulary (dance terms and movements) by using TPR, visual aids and musical instruments.
4. Teacher plays the role of a “griot” to tell a simple village story (i.e., a marriage, a birth, the naming of a child). Strategy: TPR/Storytelling.
5. Teacher demonstrates the steps of an African dance to celebrate the event told in the story and teaches students how to perform the steps, making sure to use the core content dance terminology in the target language.
6. **Task: Students work in groups of 4 to choreograph, perform, and explain an authentic West African dance that they present to the class live or on video.**

World Language Performance Task

Title: Cultural Perspectives through Dance

Intended Level: Middle School

Guiding Question: What does West African dance show me about the culture of the people who create it and how can I describe what I have learned in the target language?

Task: Students work in groups of 4 to choreograph, perform, and explain an authentic West African dance which they present to the class live or on video.

Kentucky World Language Standards:

WL-M-1.2.B3 Give descriptions orally.

WL-M 2.1.B1 Identify and react to cultural practices in the target language.

WL-H-3.1.B1 Identify information and skills acquired from other disciplines and apply them in language classrooms to reinforce and further their knowledge.

Kentucky Core Content for Assessment:

AH-M-2.1.14 Compose a short dance (at least 32 counts) based on a theme [EPE] (1.15, 2.22)

AH-M-2.1.24 Describe the movement, dance elements and steps in a live or videotaped performance using appropriate dance vocabulary [PE] (1.15, 2.23).

Resource: Arts & Humanities Tool Kit video on African Dance (KET)

| | <i>Communication 1.3</i> <i>WL-M-1.2.B3</i> <i>WL-M 2.1.B1</i> | <i>Connections 3.1</i> <i>WL-M 2.1.B1</i> <i>AH-M-2.1.14</i> |
|---------------------------------------|---|--|
| Exceeds Expectations | Student uses rich vocabulary to accurately describe the dance elements and story events. | Student demonstrates extensive knowledge and effective application of the elements and cultural context of the dance to solve problems. |
| Meets Expectations | Student clearly and accurately describes the dance elements and story events. | Student demonstrates broad knowledge and effective application of the elements and cultural context of the dance to solve problems. |
| Approaches Expectations | Student can describe accurately some, but not all of the dance elements and story events. | Student demonstrates basic knowledge and correct application of the elements and cultural context of dance to solve problems. |
| Struggles to Meet Expectations | Student is unable to describe the dance elements and story events. | Student demonstrates minimal knowledge and/or incorrect and underdeveloped or inappropriate application of the elements and cultural context of the dance to solve problems. |